

<b>Monitor Comprehension</b>	Monitor Comprehension
Objectives:	<p>We want students to:</p> <ul style="list-style-type: none"> <li>notice the visual and text features of nonfiction and understand that they signal importance</li> <li>recognize that the visual and text features have a purpose</li> <li>find and record features and their purposes on their own Feature/Purpose Thinksheet</li> </ul> <p>Iowa Core Reading Standards for Informational Text RI.1.5, RI.1.6, RI.2.5, RI.2.7</p>
Materials Needed:	<p>National Geographic Young Explorers “Fly with a Butterfly” magazine</p> <p>Large chart paper to create the Anchor Chart (Feature/Purpose) for instruction</p> <p>Feature/Purpose charts for students</p> <p>Clip boards for students to attach the Feature/Purpose chart (optional)</p> <p>Nonfiction books for small group work: copies of National Geographic Young Explorer and/or nonfiction books</p> <p>On-line resource  <a href="http://ngexplorer.cengage.com/ngyoungexplorer/moreissues.html">http://ngexplorer.cengage.com/ngyoungexplorer/moreissues.html</a> </p>

Time	Activity
15 min.	<p><b>Opening of the Day and Independent Reading -</b></p> <p>As students enter, they will begin with 10 minutes of independent reading time. Opening - students sitting in a circle up close. Use this time to review the schedule for the day and build engagement and motivation.</p>
20 min (total)	<p><b>Read Aloud/Shared Reading (whole group)</b></p> <p>(explicit instruction) - This is where teachers connect and engage students' interest and activate and build their background knowledge, finding out what they know. Teachers use this time to think aloud, modeling and demonstrating the "inside" story of reading mentor texts. Students enter in by turning and talking and "holding" their thinking on sticky notes.</p>
10 min.	<p><b>Connect &amp; Engage:</b></p> <p><i>Boys and girls, look at all of these nonfiction books and magazines that I have! Did you know that when you came to summer school today you would be a detective? I brought these so that we could talk about nonfiction today and like detectives, explore all of the special features that we see in nonfiction books, magazines and posters. Nonfiction gives us true information. When we read it, we learn about real stuff. You can get information from the words. But you can also get information when you don't read the words, because nonfiction is full of special features. Photographs, maps and diagrams are features. Nonfiction features give us</i></p>



<p>(20 min. /group) 60 min total.</p>	<p><b>Fluency</b> Often students move into pairs (fluency partners) or small groups to deepen and apply their learning.</p> <p><b>Independent Reading</b> Students will engage in independent reading, making connections to the text, jotting down interesting words and adding to their journal.</p> <p><b>Small Group Instruction – mini-lesson</b></p>
<p>5 min.</p>	<p>-----</p> <p><b>Mini-Lesson -</b></p> <p><i>Let's take a look at some more features and discover their purposes. When you open a nonfiction book like this you may find text features that the author uses to organize the information in the book. The Table of Contents (turn to the page and show students) is in the front of the book and tells us what information can be found in the book and where it might be located. (Chart Paper - Write Table of Contents under the Feature heading and gives us information and where it can be located )</i></p> <p><i>Also, an Index (like this) is in the back of the book and is organized alphabetically so that the reader may quickly locate information. (list on the chart)</i></p> <p><i>Now it is your turn. We have many bins of nonfiction books. When you look through a book or an on-line magazine (optional), I want you to list the special features that you see on the Feature/Purpose chart. Don't forget to write down why you think the author chose that feature under the Purpose side of the chart. If you have a question about the purpose of a text feature be sure to ask. Are there any questions before we begin?</i></p> <p><i>Great! Have fun being a detective!</i></p>
<p>15 min.</p>	<p><b>Recess/Snack Break</b></p>
<p>(15 min /group) 30 min total</p>	<p><b>Group 1: Take Home Book Selection (split groups - 15 minutes each)</b></p> <p>Two members of the team will assist students in the selection of 'just right' books to take home for the week</p> <p><b>Group 2: Modeled/Shared/Interactive Writing</b></p> <p>(Connected to Morning Read Aloud Book) -Teachers will use this time to teach a very short mini-lesson, which students will often apply in responding to their reading.</p> <p><i>We have spent the whole morning talking about the features that authors use to help us understand the facts and information in nonfiction books. We looked at books about insects and animals, geography and whales. I learned so much from the features that you found in your books. I am going to do a writing talk-aloud so you can hear and see the thoughts that are in my head.</i></p> <p><i>I know good writers need to begin a sentence with a capital letter and that the first words begins near the left edge of the paper. Begin writing.</i></p> <p><i>Today I learned about text (hmmm I want to write the word features and I hear that the word features begins with a "f" sound but I am not sure how to spell the rest of the word. I could sound it out or I know...I can look on the Anchor Chart because I remember that we read the word Features....I can just look at the word and copy the letters) features and that they help me as a reader to understand. (and I am remembering to end a telling sentence with a period)</i></p> <p><i>Read the entire sentence aloud (sweeping under the words with your finger).</i></p> <p><i>Then have the whole group read together touching the words as they are read.</i></p> <p><i>I am going to stop with my writing now because I want you to have time to write about your own thoughts. I want you to think back to the photographs or drawings or bold print that you saw as you looked through the books and also as we talked about what others saw in their books on the Anchor Chart. Think about something that you learned and that you want to remember. Now go ahead and write your thoughts in your journal.</i></p>

5-10 min

### **Sharing/Closing -**

Use this time to reflect on the day. This is a good time to suggest ways students can share their learning at home, to read a short poem or interesting text, hear student book talks and to share their own literacy by talking about what they are planning to read at home.



